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ABSTRACT

This report covers data on the number of minorities interested in teaching and the soundness of the "pipeline," the paths leading minorities into higher education, teacher education, and successful classroom placement. The data were analyzed according to 10 indicators, arranged in three groups. The first group surveyed progress up to the baccalaureate level, focusing on the number of minority students enrolled in community colleges, and those applying to, accepted by, and graduating from public four-year institutions. The second group of indicators followed minority students through the pipeline to certification as teachers, including the number applying to, accepted by, and enrolled in teacher education programs; the number completing the programs; and the number receiving certification as a result of their professional training. The third group of indicators measured the changing racial and ethnic composition of education professionals, showing newly employed minority teachers and minority teachers already in the classroom. Data are presented in 10 tables. Findings indicated that minorities represent 12.3 percent of enrollment in and 9.9 percent of graduates from public four-year colleges, 9.9 percent of teacher education enrollment, 7.4 percent of teacher education graduates, and 5.2 percent of newly employed educators. The "Minority Teacher Act of 1991" is appended. (ND)

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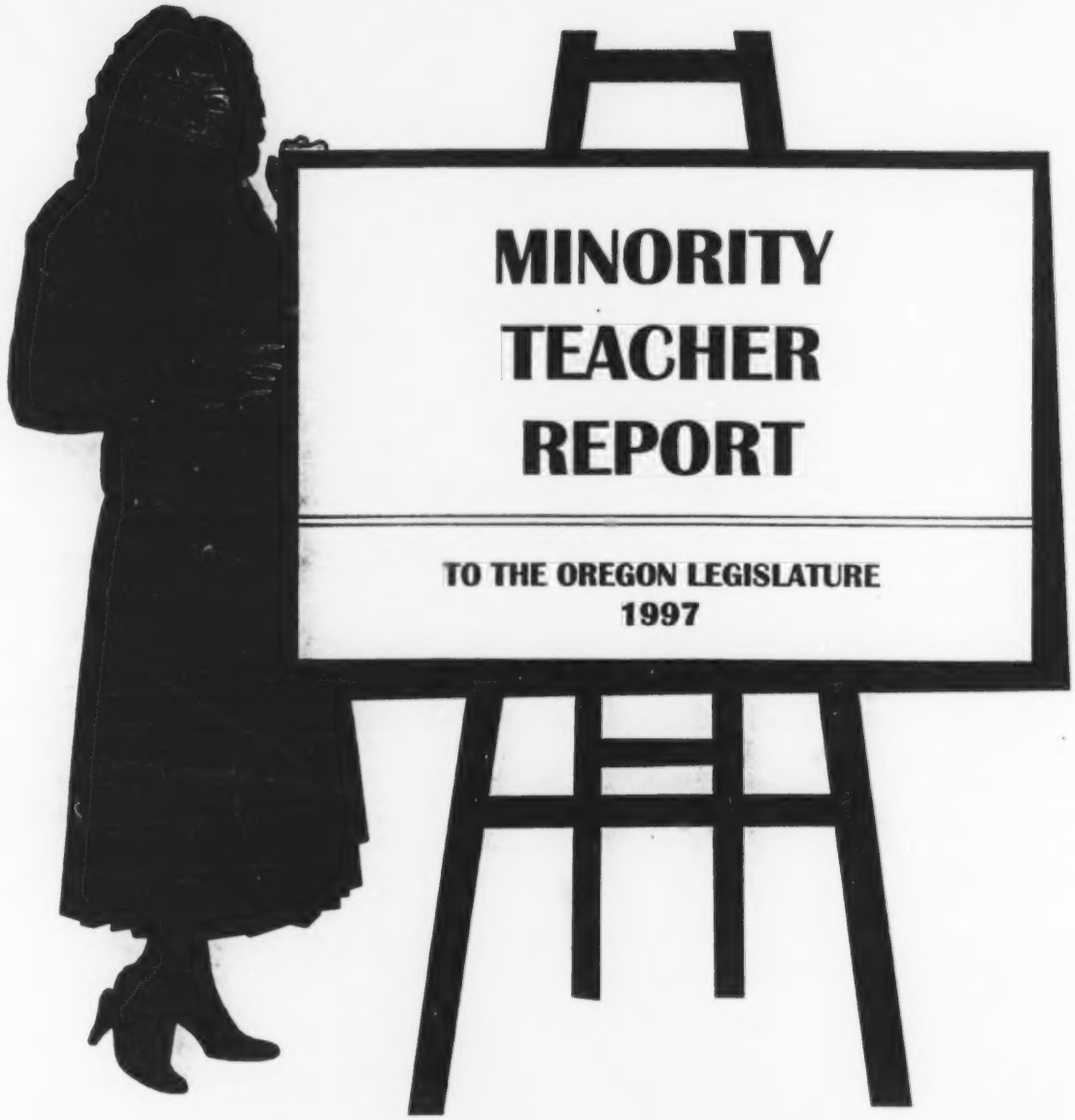

MINORITY TEACHER REPORT

TO THE OREGON LEGISLATURE 1997

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June 1997

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Response to
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INTRODUCTION

Measures Required by Minority Teacher Act of 1991

The legislative committees that developed this proposal used two obvious metaphors: "pool" and "pipeline," improvement in either of which would increase the number of minority teachers.

The Minority Teacher Act of 1991 requires that a series of measures be collected to define the pool and follow it through the pipeline. The measures are arranged in three groups.

1. One group surveys progress up to the baccalaureate level. Measures (b) through (d) show minority students in public four-year institutions only. The steps covered in this group show minority students **applying** to, **accepted** by, and **graduating** from public institutions. Measure (a) surveys minority student enrollment in community colleges in anticipation of their transfer to senior institutions.

2. Another group follows student progress through the pipeline from the baccalaureate degree to teacher certification. Indicators (e) through (h) reveal minority students **applying** to the teacher preparation programs of Oregon's public universities, being **enrolled** in, and **completing** the programs, and receiving **certification** as a result.

3. A third group of indicators shows the result: the changing racial and ethnic composition of the education professions. Measures (i) and (j) show newly employed minority teachers and minority teachers already in the classroom.

This report is the third of a series of reports required by statute. It was the intent of the Legislative Assembly to use these reports to meet its commitment to achieving a more diverse and representative teaching profession.

KEY FINDINGS

Minorities constitute:

3.9%	of **EDUCATOR** population -- reflecting older population
6.0%	of **STATE TOTAL** population -- reflecting transitional mix
14.9%	of **K-12 STUDENT** population in public schools -- reflecting younger population

12.3%	of **ENROLLMENT** in public 4-year colleges. -- This seems pretty good. A lag behind K-12 student population that probably reflects nothing more than population age transition.
9.9%	of **GRADUATES** from public 4-year colleges. -- Here is a problem: a lower completion rate, about 0.80 that of general college population.

9.9%	of **TEACHER EDUCATION ENROLLMENT** in public 4-year colleges. -- A smaller percentage going into teaching than into college.
7.4%	of **TEACHER EDUCATION GRADUATES** in public 4-year colleges. -- Even lower completion rate for minorities here than in general college population: about 0.75. Why lower in teacher education?
5.1%	of **NEWLY EMPLOYED EDUCATORS**. -- So this is another, perhaps bigger question. Why not 7.4 percent of newly employed?

STATISTICAL OUTLINE

Population	1990	1995	Change
Teachers	3.3	3.9	0.6
State Total	6.5	6.0	-0.5
K-12 Students	10.8	14.9	4.1

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Undergraduate Preparation	1976	1996	Change
(a) Enrolled in Community Colleges	4.2	11.1	6.9
(c) Enrolled in Public 4-Year	4.6	12.3	7.7
(d) Graduated from Public 4-Year	6.9	9.9	3.0

→ Page 1, 2, 3

Minority	Enrollment						Graduates		
	Community Colleges			Public 4-Year			Public 4-Year		
	1976	1996	Change	1976	1996	Change	84-85	95-96	Change
American Indian/Alaskan Native	0.9	1.7	0.8	0.7	1.4	0.7	1.1	1.2	0.1
Asian/Pacific Islanders	1.2	4.4	3.2	1.9	6.3	4.4	3.4	5.1	1.7
Black, Non-Hispanic	1.0	1.6	0.6	1.2	1.5	0.3	0.9	1.3	0.4
Hispanic	1.1	3.4	2.3	0.8	3.1	2.3	1.5	2.3	0.8
Total	4.2	11.1	6.9	4.6	12.3	7.7	6.9	9.9	3

All minorities show an increase as percentage of total in 1996 in comparison to earlier years.
Asian/Pacific Islanders had the greatest increase of all minorities.

Public Teacher Education	1976	1996	Change
(e) Applicants	4.8	9.9	5.1
(f) Admitted	6.3	9.9	3.6
(g) Completed	4.8	7.4	2.6

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↓ Page 7

Minority	Public Education Completers								%
	1989-90				1995-96				
	Men	Women	Total	%	Men	Women	Total	%	Change
American Indian/Alaskan Native	7	18	25	1.1	8	11	19	0.9	-0.2
Asian/Pacific Islanders	11	28	39	1.7	14	30	44	2.1	0.4
Black, Non-Hispanic	8	5	13	0.6	12	17	29	1.4	0.8
Hispanic	11	21	32	1.4	23	28	51	2.5	1.1
Total	37	72	109	4.8	57	86	143	6.9	2.1

More women than men are represented in all categories in the most recent year.
Asian/Pacific Islander women outnumber the men two to one.
On the other hand, Hispanic men and women were nearly equal in the 1995-96 school year.

Oregon Teaching Certificates	1976	1996	Change
Nonpublic in Oregon	0.7	0.7	0.0
Public in Oregon	0.6	1.5	0.9
Other States	1.7	2.2	0.5

→ Page 9

Teachers	1976	1996	Change
Newly Employed	4.5	5.1	0.6
Currently Employed	3.6	3.9	0.3

→ Page 10

(a) Minority Students Enrolled in Community Colleges

- For three years in a row, minority students made up over 10 percent of the students enrolled for credit in Oregon community colleges. The 8,619 in 1996 is a 291 percent increase over 1976 (see Table 1).

- All categories of students enrolled in the community colleges show a decrease. This can be attributed to a change in the way schools reported their data rather than an actual drop in enrollment.

- Asian/Pacific Islanders remain the largest minority group at the public two-year colleges with 4.4 percent (3,412) enrolled this past fall. This compares very well to the 2.8 percent of the population of the state in 1994 reported the U.S. Bureau of Census (see Table 8, page 18).

- The Hispanic group is the second largest group with 3.4 percent (2,665) in 1996, less than their 4.6 percent of the population.

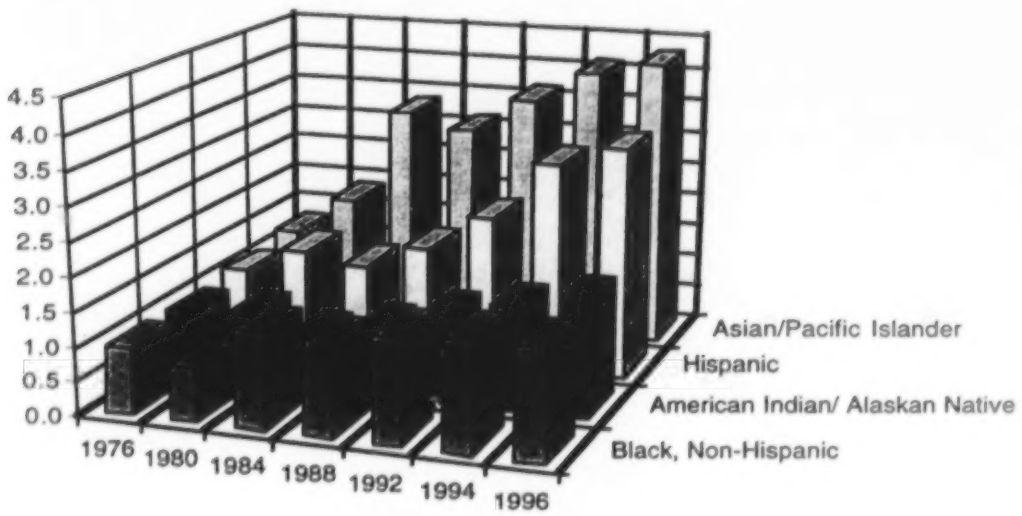
- American Indian/Alaskan Native and Black, non-Hispanic groups are the smallest groups and are almost equal at 1.7 and 1.6 percent of the enrollment. The percent of enrollment of these two groups compares well with their percentage of the population.

Table 1
MINORITY STUDENTS AS PERCENTAGE OF TOTAL STUDENTS
ENROLLED IN OREGON COMMUNITY COLLEGES
FALL 1976 THROUGH FALL 1996

Fall of	Black, Non-Hispanic		Amer Indian/ Alaskan Native		Asian/ Pacific Islander		Hispanic		Total Minority		TOTAL ALL
Year	#	%	#	%	#	%	#	%	#	%	STUDENTS
1976	669	1.0	661	0.9	866	1.2	755	1.1	2,954	4.2	69,593
1978	703	1.1	787	1.3	1,151	1.8	918	1.5	3,563	5.7	62,694
1980	584	0.8	750	1.0	1,310	1.8	745	1.0	3,393	4.6	74,049
1982	904	1.3	537	0.8	2,086	3.0	806	1.2	4,338	6.2	69,722
1984	912	1.4	503	0.8	2,145	3.3	866	1.3	4,432	6.9	64,638
1986	829	1.3	651	1.0	2,105	3.3	1,115	1.7	4,706	7.3	64,285
1988	925	1.4	684	1.0	2,121	3.1	1,133	1.7	4,853	7.1	68,171
1989	1,002	1.3	746	1.0	2,148	2.9	1,450	1.9	5,351	7.2	74,623
1990	1,034	1.3	825	1.1	2,325	3.0	1,390	1.8	5,574	7.3	76,826
1991	1,216	1.5	922	1.1	2,645	3.3	1,721	2.1	6,510	8.0	80,926
1992	1,250	1.5	1,059	1.3	2,960	3.6	1,815	2.2	7,090	8.7	81,391
1993	1,266	1.5	1,193	1.5	3,108	3.8	2,357	2.9	7,924	9.7	81,710
1994	1,256	1.6	1,235	1.5	3,247	4.1	2,477	3.1	8,215	10.3	79,695
1995	1,406	1.7	1,319	1.6	3,780	4.5	3,422	4.1	9,927	11.9	83,102
1996	1,241	1.6	1,301	1.7	3,412	4.4	2,665	3.4	8,619	11.1	77,798

Source: Integrated Postsecondary Education System (IPEDS) Fall Enrollment Surveys

Chart 1
MINORITY STUDENTS AS PERCENTAGE OF TOTAL STUDENTS ENROLLED IN OREGON COMMUNITY COLLEGES SELECTED YEARS



Source: Integrated Postsecondary Education System (IPEDS) Fall Enrollment Survey

(b) Minority Students Applying for Admission to Public Institutions of Higher Education.

- The Oregon State System of Higher Education (OSSHE) is collecting this data for Teacher Education programs only (see "e" on page 5).

(c) Minority Students Enrolled [Accepted] in Public Institutions of Higher Education. *(This is shown as enrollment since "accepted" data is not available.)*

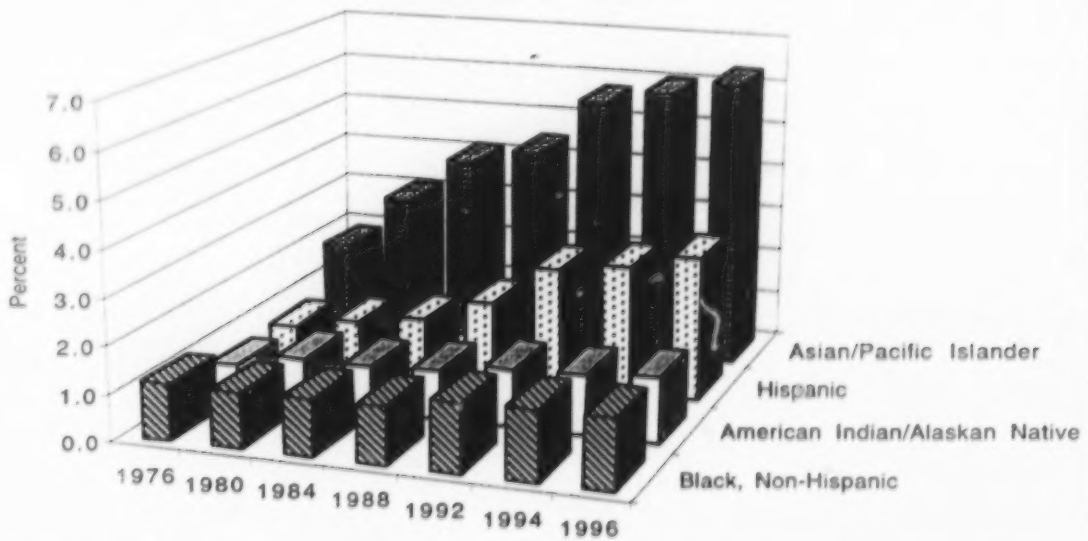
- Nearly 8,000 minority students attended public universities in Fall 1996. This was a 282 percent increase from 1976 (see Table 2 and Chart 2).
- The Asian/Pacific Islander students make up over half of all minority students attending with 6.3 percent of the total students in Fall 1996 and only 2.8 percent of the population.
- Both the Asian/Pacific Islander and Hispanic groups more than tripled in attendance at the public four-year schools during the past 20 years.
- The American Indian/Alaskan Native minority doubled their enrollment for the same period, while the Black, Non-Hispanic experienced only modest growth.

Table 2
NUMBER AND PERCENT OF MINORITY STUDENTS
ENROLLED IN OREGON PUBLIC UNIVERSITIES
FALL 1976 THROUGH FALL 1996

Fall of Year	Black, Non-Hispanic		Amer Indian/ Alaskan Native		Asian/ Pacific Islander		Hispanic		Total Minority		TOTAL ALL STUDENTS
	#	%	#	%	#	%	#	%	#	%	
1976	736	1.2	444	0.7	1,146	1.9	467	0.8	2,797	4.6	61,396
1978	737	1.2	683	1.1	1,632	2.6	497	0.8	3,554	5.7	62,196
1980	778	1.2	662	1.0	2,035	3.1	658	1.0	4,138	6.3	65,675
1982	754	1.3	616	1.0	2,169	3.7	641	1.1	4,186	7.1	59,372
1984	706	1.2	579	1.0	2,410	4.1	689	1.2	4,390	7.5	58,593
1986	772	1.3	584	0.9	2,595	4.2	754	1.2	4,711	7.7	61,583
1988	835	1.2	724	1.1	3,029	4.4	1,160	1.7	5,755	8.4	68,437
1989	835	1.2	719	1.1	3,143	4.7	1,114	1.7	5,818	8.7	67,071
1990	861	1.3	765	1.1	3,145	4.7	1,244	1.8	6,022	8.9	67,426
1991	916	1.4	758	1.2	3,345	5.2	1,335	2.1	6,362	10.0	63,742
1992	940	1.4	809	1.2	3,694	5.7	1,524	2.3	6,975	10.7	64,921
1993	968	1.5	801	1.3	3,611	5.7	1,658	2.6	7,038	11.1	63,140
1994	963	1.5	825	1.3	3,785	6.0	1,758	2.8	7,331	11.7	62,650
1995	965	1.5	898	1.4	3,890	6.2	1,880	3.0	7,633	12.1	63,056
1996	990	1.5	890	1.4	4,032	6.3	2,010	3.1	7,922	12.3	64,413

Source: Integrated Postsecondary Education System (IPEDS) Fall Enrollment Survey

Chart 2
MINORITY STUDENTS AS PERCENTAGE OF TOTAL STUDENTS
ENROLLED IN OREGON PUBLIC UNIVERSITIES
SELECTED YEARS



Source: Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment Survey

d) Minority Students Graduated from Public Institutions of Higher Education

- Asian/Pacific Islanders now make up over 50 percent of the total minority students graduating from public universities with 5.1 percent (see Table 3). This compares favorably to their 2.8 percent of the 1994 population as shown in Table 8.

- Hispanics also made a substantial gain from 1.5 to 2.3 percent, after showing a decrease for the years 1986-87, 1998-89 and 1990-91. This is much lower than the 4.6 percent of the population, however.

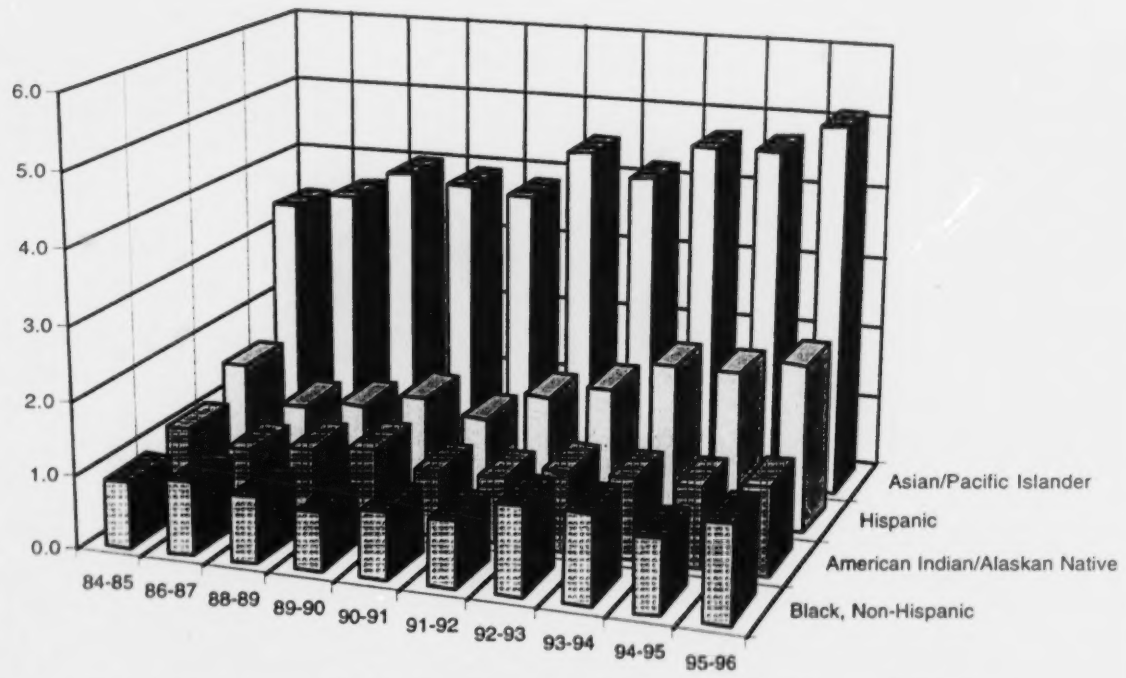
- Only slight improvement was made by the Black, Non-Hispanic and American Indian/Alaskan Native categories.

Table 3
MINORITY AND TOTAL STUDENTS GRADUATED FROM OREGON'S PUBLIC UNIVERSITIES

Year	Black, Non-Hispanic		Amer Indian/ Alaskan Native		Asian/ Pacific Islander		Hispanic		Total Minority		TOTAL ALL STUDENTS
	#	%	#	%	#	%	#	%	#	%	
1984-85	101	0.9	125	1.1	388	3.4	165	1.5	784	6.9	11,375
1986-87	122	1.0	111	0.9	424	3.6	120	1.0	783	6.6	11,935
1988-89	108	0.9	124	1.0	497	4.0	140	1.1	875	7.0	12,506
1989-90	107	0.8	145	1.1	527	3.9	174	1.3	959	7.1	13,445
1990-91	122	0.9	113	0.9	503	3.8	147	1.1	891	6.7	13,208
1991-92	124	0.9	129	0.9	634	4.5	210	1.5	1,103	7.8	14,108
1992-93	167	1.2	146	1.1	573	4.2	235	1.7	1,121	8.1	13,545
1993-94	153	1.2	139	1.1	620	4.7	271	2.1	1,183	9.0	13,213
1994-95	136	1.0	147	1.1	606	4.7	272	2.1	1,161	8.9	12,989
1995-96	178	1.3	161	1.2	717	5.1	319	2.3	1,375	9.9	13,924

Source: Integrated Postsecondary Education System (IPEDS) Completions Survey

Chart 3
MINORITY STUDENTS AS PERCENTAGE OF TOTAL STUDENTS GRADUATED FROM OREGON PUBLIC UNIVERSITIES



Note: Degrees awarded include Associate's, Bachelor's, Master's, Doctor's, and First Professional.
Source: Integrated Postsecondary Education System (IPEDS) Completions

(e, f, g) Minority Candidates Seeking to Enter, Admitted, and Completing Public Teacher Education Programs in This State

- Minorities as a percentage of total public teacher education applicants has shown marked growth in each of the last four years (see Table 4). Note: data for 1992-93 is not complete.
- For the applicant and admitted categories, minorities are both at 9.9 percent for 1995-96 as compared to 4.8 percent and 6.3 percent in 1992-93.
- Asian/Pacific Islanders and Hispanic students have larger representations in the teacher education programs than the American Indian/Alaskan Native and Black, Non-Hispanic groups.
- Portland State University had a substantial increase in the number and percentage of minority applicants and minorities admitted (double the number admitted). However, the number of minority completions was at 5.3 percent of total students.

- Oregon State University had the largest number of minorities students admitted (21.2% of total students) and had the largest number continue on to completion (11.3%) in 1995-96.

- All but one of the minority students admitted at Eastern, Southern, and Western continued on to completion.

Table 4
PROFILE OF PUBLIC TEACHER EDUCATION STUDENTS
1992-93 THROUGH 1995-96

		1992-93			1993-94			1994-95			1995-96		
		Minority	%	Total	Minority	%	Total	Minority	%	Total	Minority	%	Total
Applicants	EOU	N/A	N/A	N/A	7	3.9	179	5	3.0	166	13	6.2	211
	OSU	21	5.0	422	39	7.6	511	55	15.2	363	55	14.7	374
	PSU	21	5.0	424	13	10.7	122	39	11.1	350	60	15.3	392
	SOU	8	4.0	199	10	4.8	208	5	2.5	199	8	4.3	187
	UO	7	5.3	131	26	10.2	254	39	9.5	410	42	8.0	527
	WOU	N/A	N/A	N/A	8	2.6	304	10	3.1	322	19	6.4	298
	Total	57	4.8	1,176	103	6.5	1,578	153	8.5	1,810	197	9.9	1,989
Admitted	EOU	N/A	N/A	N/A	4	5.3	75	2	2.1	96	3	3.3	91
	OSU	12	6.9	175	20	11.3	177	37	14.2	260	22	8.7	253
	PSU	16	7.3	220	14	7.5	187	25	11.3	221	51	21.2	241
	SOU	4	4.2	96	5	5.1	98	3	3.1	97	5	4.6	109
	UO	2	3.9	51	12	9.3	129	17	11.0	155	14	10.0	140
	WOU	N/A	N/A	N/A	8	3.4	238	10	4.0	248	16	5.7	283
	Total	34	6.3	542	63	7.0	904	94	8.7	1,077	111	9.9	1,117
Completion	EOU	N/A	N/A	N/A	4	5.3	76	2	2.2	90	3	3.4	88
	OSU	11	7.2	153	10	9.1	110	17	10.0	170	21	11.3	186
	PSU	17	4.9	346	10	8.3	121	8	4.8	167	4	5.3	76
	SOU	4	4.6	87	4	4.6	87	3	3.4	88	4	4.4	90
	UO	2	6.7	30	1	3.0	33	3	3.9	76	17	10.4	163
	WOU	4	2.2	183	9	3.7	241	9	3.7	241	16	5.8	277
	Total	38	4.8	799	38	5.7	668	42	5.0	832	65	7.4	880

N/A means not available at this time.
Source: Schools of Education, Oregon State System of Higher Education

(g continued) Minority Candidates Completing an Education Major in this State

- More women than men are represented in all categories. Asian/Pacific Islander women outnumber the men two to one. On the other hand, Hispanic men and women were nearly equal in the 1995-96 school year.

- Minorities made gains in all racial categories in 1995-96 over the previous year. However, 1994-95 showed a drop from 1993-94 in all minority categories except for Asian/Pacific Islanders.

- Black, Non-Hispanic showed the biggest gains with nearly a 500 percent increase from 1994-95 to 1995-96.

- Hispanics, at 2.5 percent, have the largest representation and Asian/Pacific Islanders at 2.1 percent are second largest.

Table 5

MINORITY COMPARED TO TOTAL PUBLIC EDUCATION STUDENTS COMPLETING IN SELECTED YEARS, BY RACIAL/ETHNIC AND BREAKDOWN BY SEX

	Black, Non-Hispanic				American Indian/ Alaskan Native				Asian or Pacific Islander			
Year	M	W	M&W	%	M	W	M&W	%	M	W	M&W	%
1989-90	8	5	13	0.6	7	18	25	1.1	11	28	39	1.7
1993-94	6	5	11	0.8	2	9	11	0.8	5	17	22	1.6
1994-95	4	2	6	0.4	3	5	8	0.5	3	23	26	1.6
1995-96	12	17	29	1.4	8	11	19	0.9	14	30	44	2.1

	Hispanic				Minority Total				GRAND TOTAL		
Year	M	W	M&W	%	M	W	M&W	%	M	W	M&W
1989-90	11	21	32	1.4	37	72	109	4.8	695	1,579	2,274
1993-94	11	16	27	2.0	24	47	71	5.2	445	921	1,366
1994-95	5	14	19	1.2	15	44	59	3.7	512	1,091	1,603
1995-96	23	28	51	2.5	57	86	143	6.9	648	1,416	2,064

Note: Completions include Postbaccalaureate Certificate, Baccalaureate, Master's, and Doctoral degrees.

Source: Integrated Postsecondary Education Data System (IPEDS) Completions Surveys

(h) Minority Candidates Receiving Oregon Teaching Certificates Based on Preparation in This State and in Other States

- In 1996, two thirds of minority candidates receiving teaching certificates and trained in Oregon, attended college at Oregon State System of Higher Education (OSSHE) institutions. This compares to 45 percent in 1992 and 61 percent in 1994 (see Table 6.)

- In 1992, 55 percent of the minority candidates trained in Oregon were from independent institutions, but declined to 39 percent in years 1993-1995, and to 33 percent in 1996 .

- Of the minority candidates receiving teaching certificates in Oregon in 1996, 50 percent were trained in Oregon and 50 percent were trained in other states or from an institution not specified.

- The number of minority candidates receiving teaching certificates based on training in both the independent sector and the public sector in Oregon peaked in 1994.

- In 1996, Asian/Pacific Islanders had the greatest number of completers (50), then Hispanics (43), American Indian/Alaskan Native (15), and Black, Non-Hispanic (11).

(i) Minority Teachers Who Are Newly Employed in the Public Schools in Oregon

- Minorities made up 5.1 percent of all newly employed teachers in Oregon in 1993, which is up from 1992 (4.5%). This compares well to 3.7 percent minorities of all teachers and administrators in 1993 and 3.6 in 1992 (see Table 7).

- There were less than half as many newly employed teachers in 1993 (815) as there were in 1992 (1674) with a corresponding drop in newly employed minorities (from 76 to 41).

- Asians/Pacific Islanders have had no representation at the Superintendent/Assistant Superintendent level since1990. The other three minority groups have one each at this level.

Table 6
MINORITY CANDIDATES RECEIVING OREGON TEACHING CERTIFICATES BASED ON PREPARATION IN OREGON AND IN OTHER STATES FOR CALENDAR YEARS 1992 THROUGH 1996

Institution	Black, Non-Hispanic					American Indian/ Alaskan Native					Asian or Pacific Islander					Hispanic					Minority Total					Total Teaching Certificates Issued				
	92	93	94	95	96	92	93	94	95	96	92	93	94	95	96	92	93	94	95	96	92	93	94	95	96	1992	1993	1994	1995	1996
Independent																														
Columbia Christian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	12	12	5	0	1
Concordia	1	0	0	0	0	0	2	2	0	0	1	1	0	0	0	1	2	0	1	0	3	5	2	1	0	49	50	44	46	67
George Fox	0	0	0	0	0	0	0	0	1	0	0	2	2	0	0	0	0	1	0	1	0	2	3	1	1	53	57	63	65	78
Lewis & Clark	0	0	0	0	0	3	0	0	0	0	1	3	4	3	1	0	3	2	0	2	4	6	6	3	3	151	133	154	84	119
Linfield	0	0	0	0	0	0	0	0	1	0	4	1	4	4	2	0	1	0	0	0	4	2	4	5	2	43	51	40	74	56
Marylhurst	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Pacific University	0	0	0	0	0	0	2	2	0	1	1	2	4	1	1	0	0	1	1	1	1	4	7	2	3	54	54	91	85	82
Reed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Univ. of Portland	1	1	0	1	0	0	0	0	0	0	0	1	4	0	1	4	1	4	3	0	5	3	8	4	1	57	53	57	61	53
Warner Pacific	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	3	1	1	0	1	22	22	45	46	58
Western Baptist	0	0	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	24	23
Willamette	0	0	0	0	0	0	1	1	0	0	1	2	1	2	6	1	0	2	3	2	2	3	4	5	8	45	57	60	55	74
Subtotal	2	2	1	1	0	3	5	5	2	2	10	12	19	11	12	7	8	10	8	6	22	27	35	22	20	486	489	559	541	614
% of Total OR Race	50	25	10	17	0	33	33	50	29	29	71	55	51	50	55	54	32	30	38	33	55	39	39	39	33	35.8	35.5	40.5	46.6	43.2
% of Total OR Cert	0.1	0.1	0.1	0.1	0.0	0.2	0.4	0.4	0.2	0.1	0.7	0.9	1.4	0.9	0.8	0.5	0.6	0.7	0.7	0.4	1.6	2.0	2.5	1.9	1.4					
State System																														
Eastern Oregon State	0	0	0	0	0	0	2	0	1	0	0	0	2	1	0	1	3	1	1	1	1	5	3	3	1	43	79	90	85	81
Oregon State Univ.	0	1	0	0	2	4	0	0	0	0	1	3	4	1	5	0	2	4	1	2	5	6	8	2	9	126	110	125	99	120
Portland State Univ	2	5	8	4	2	0	1	2	0	2	3	3	8	6	4	2	6	9	3	3	7	15	27	13	11	231	210	218	108	133
Southern Ore. State	0	0	0	0	0	1	2	1	1	1	0	2	2	1	0	1	0	1	2	3	2	4	4	4	4	83	116	119	92	99
Univ. of Oregon	0	0	1	0	0	1	0	1	0	0	0	1	1	0	7	1	2	2	3	0	2	3	5	3	7	146	125	90	78	123
Western Oregon State	0	0	0	1	0	0	5	1	3	2	0	1	1	2	3	1	4	6	3	3	1	10	8	9	8	241	250	179	158	252
Subtotal	2	6	9	5	4	6	10	5	5	5	4	10	18	11	19	6	17	23	13	12	18	43	55	34	40	870	890	821	620	808
% of Total OR Race	50	75	90	83	100	67	67	50	71	71	29	45	49	50	61	46	68	70	62	67	45	130	61	61	67	64.2	64.5	59.5	53.4	56.8
% of Total OR Cert	0.1	0.4	0.7	0.4	0.3	0.4	0.7	0.4	0.4	0.4	0.3	0.7	1.3	0.9	1.3	0.4	1.2	1.7	1.1	0.8	1.3	3.1	2.1	1.4	1.5					
Total Oregon	4	8	10	6	4	9	15	10	7	7	14	22	37	22	31	13	25	33	21	18	40	70	90	56	60	1,356	1,379	1,380	1,161	1,422
% of Gr Total Race	33	80	63	43	36	64	75	59	39	47	67	48	63	52	62	28	52	48	40	42	43	56	56	44	50	43.6	53.3	51.8	46.6	52.1
% of Total OR Cert	0.3	0.6	0.7	0.5	0.3	0.7	1.1	0.7	0.6	0.5	1.0	1.6	2.7	1.9	2.2	1.0	1.8	2.4	1.8	1.3	2.9	5.1	6.5	4.8	4.2					
Other States	8	1	5	8	6	5	3	5	11	8	7	14	8	17	19	34	18	27	29	25	54	36	45	65	58	921	902	1,002	1,233	1,261
Institution not specified	0	1	1	0	1	0	2	2	0	0	0	10	14	3	0	0	5	9	2	0	0	18	26	5	1	832	307	280	97	48
Total Oth States & Unk	8	2	6	8	7	5	5	7	11	8	7	24	22	20	19	34	23	36	31	25	54	54	71	70	59	1,753	1,209	1,282	1,330	1,309
% of Gr Total Race	67	20	38	57	64	36	25	41	61	53	33	52	37	48	38	72	48	52	60	58	57	44	44	56	50	56.4	46.7	48.2	53.4	47.9
% of Gr Tot Cert	0.3	0.1	0.2	0.3	0.3	0.2	0.2	0.3	0.4	0.3	0.2	0.9	0.8	0.8	0.7	1.1	0.9	1.4	1.2	0.9	1.7	2.1	2.7	2.8	2.2					
Grand Total	12	10	16	14	11	14	20	17	18	15	21	46	59	42	50	47	48	69	52	43	94	124	161	126	119	3,109	2,588	2,662	2,491	2,731

Source: Teacher Standards and Practices Commission

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Table 7
TEACHERS WHO ARE NEWLY EMPLOYED IN THE PUBLIC SCHOOLS IN OREGON
COMPARED TO ALL TEACHERS PLUS SELECTED ADMINISTRATORS

Racial/Ethnic Breakdown	Black, Non-Hispanic				American Indian/ Alaskan Native				Asian or Pacific Islander				Hispanic				TOTAL MINORITY		White				Total		GRAND
Assignment	M	W	Total	%	M	W	Total	%	M	W	Total	%	M	W	Total	%	Total	%	M	W	Total	%	Men	Women	TOTAL
1995																									
Newly Employed Teachers*	2	2	4	0.5	2	0	2	0.2	3	13	16	1.9	8	14	22	2.6	44	5.1	267	546	813	94.9	282	575	857
As % of Newly Empl	0.2	0.2	0.5		0.2	0.0	0.2		0.4	1.5	1.9		0.9	1.6	2.6		5.1		31.2	63.7	94.9		32.9	67.1	100.0
As % of Total Teachers + Admin	0.01	0.01	0.01		0.01	0.00	0.01		0.01	0.04	0.05		0.03	0.04	0.07		0.14		0.84	1.72	2.56		0.89	1.81	2.69
Oct. 15, 1995																									
All Teachers**	88	165	254	0.8	48	100	148	0.5	111	283	393	1.3	136	225	361	1.2	1,156	3.8	9,925	19,058	28,983	96.2	10,308	19,831	30,139
Principal, Asst Princ	14	20	33	2.3	6	3	9	0.7	6	11	17	1.2	13	5	18	1.2	77	5.4	876	492	1,368	94.6	915	530	1,445
Supt, Asst Supt	0	1	1	0.4	1	0	1	0.4	0	0	0	0.0	1	0	1	0.4	3	1.3	195	33	228	98.7	197	34	231
Total	102	186	288	0.9	55	103	159	0.5	117	294	410	1.3	150	230	380	1.2	1,236	3.9	10,996	19,583	30,579	96.1	11,420	20,395	31,816
As % of Total Teachers + Admin	0.3	0.6	0.9		0.2	0.3	0.5		0.4	0.9	1.3		0.5	0.7	1.2		3.9		34.6	61.6	96.1		35.9	64.1	100.00
1994																									
Newly Employed Teachers*	0	3	3	0.4	1	8	9	1.1	1	10	11	1.4	8	15	23	2.9	46	5.8	278	475	753	94.2	288	511	799
As % of Newly Empl	0.0	0.4	0.4		0.1	1.0	1.1		0.1	1.3	1.4		1.0	1.9	2.9		5.8		34.8	59.4	94.2		36.0	64.0	100.0
As % of Total Teachers + Admin	0.00	0.01	0.01		0.00	0.03	0.03		0.00	0.03	0.03		0.03	0.05	0.07		0.15		0.88	1.50	2.39		0.91	1.62	2.53
Oct. 15, 1994																									
All Teachers	88	167	255	0.9	52	106	158	0.5	116	274	390	1.3	128	203	331	1.1	1,134	3.8	9,940	18,819	28,759	96.2	10,324	19,569	29,893
Principal, Asst Princ	13	18	31	2.2	8	3	11	0.8	5	11	16	1.1	12	4	16	1.1	74	5.2	881	468	1,349	94.8	919	504	1,423
Supt, Asst Supt	0	1	1	0.4	1	0	1	0.4	0	0	0	0.0	1	0	1	0.4	3	1.2	214	31	245	98.8	216	32	248
Total	101	186	287	0.9	61	109	170	0.5	121	285	406	1.3	141	207	348	1.1	1,211	3.8	11,035	19,318	30,353	96.2	11,459	20,105	31,564
As % of Total Teachers + Admin	0.3	0.6	0.9		0.2	0.3	0.5		0.4	0.9	1.3		0.4	0.7	1.1		3.8		35.0	61.2	96.2		36.3	63.7	100.00
1993																									
Newly Employed Teachers*	1	3	4	0.5	1	1	2	0.2	7	10	16	2.0	6	13	19	2.3	41	5.1	231	543	774	94.9	246	570	815
As % of Newly Empl	0.2	0.4	0.5		0.1	0.1	0.2		0.8	1.2	2.0		0.7	1.6	2.3		5.1		28.3	66.6	94.9		30.1	69.9	100.0
As % of Total Teachers + Admin	0.00	0.01	0.02		0.00	0.00	0.01		0.02	0.03	0.06		0.02	0.04	0.07		0.14		0.80	1.88	2.68		0.85	1.97	2.82
Oct. 15, 1993																									
All Teachers**	82	138	220	0.8	48	86	134	0.5	104	252	356	1.3	111	175	286	1.1	996	3.7	9,123	17,075	26,198	96.3	9,468	17,726	27,194
Principal, Asst Princ	12	15	27	1.9	7	4	11	0.8	6	10	16	1.1	13	4	17	1.2	71	4.9	902	462	1,364	95.1	940	495	1,435
Supt, Asst Supt	0	1	1	0.4	1	0	1	0.4	0	0	0	0.0	1	0	1	0.4	3	1.1	242	24	266	98.9	244	25	269
Total	94	154	248	0.9	56	90	146	0.5	110	262	372	1.3	125	179	304	1.1	1,070	3.7	10,267	17,561	27,828	96.3	10,652	18,246	28,898
As % of Total Teachers + Admin	0.3	0.5	0.9		0.2	0.3	0.5		0.4	0.9	1.3		0.4	0.6	1.1		3.7		35.5	60.8	96.3		36.9	63.1	100.00

Table 7
TEACHERS WHO ARE NEWLY EMPLOYED IN THE PUBLIC SCHOOLS IN OREGON
COMPARED TO ALL TEACHERS PLUS SELECTED ADMINISTRATORS

Racial/Ethnic Breakdown	Black, Non-Hispanic				American Indian/ Alaskan Native				Asian or Pacific Islander				Hispanic				TOTAL MINORITY		White				Total		GRAND
Assignment	M	W	Total	%	M	W	Total	%	M	W	Total	%	M	W	Total	%	Total	%	M	W	Total	%	Men	Women	TOTAL
1992																									
Newly Employed Teachers*	6	8	14	0.8	3	4	7	0.4	4	11	15	0.9	11	29	40	2.4	76	4.5	509	1,089	1,598	95.5	533	1,141	1,674
As % of Newly Empl	0.4	0.5	0.8		0.2	0.2	0.4		0.2	0.7	0.9		0.7	1.7	2.4		4.5		30.4	65.1	95.5		31.8	68.2	100.0
As % of Total Teachers + Admin	0.02	0.03	0.05		0.01	0.01	0.02		0.01	0.04	0.05		0.04	0.10	0.14		0.26		1.72	3.68	5.41		1.80	3.86	5.66
Oct. 15, 1992																									
All Teachers	87	154	241	0.9	57	87	144	0.5	96	248	344	1.2	99	170	269	1.0	998	3.6	9,472	17,377	26,849	96.4	9,811	18,036	27,847
Principal, Asst Princ	10	17	27	1.9	6	2	8	0.6	7	8	15	1.1	15	3	18	1.3	68	4.8	925	434	1,359	95.2	963	464	1,427
Supt, Asst Supt	0	1	1	0.4	1	0	1	0.4	0	0	0	0.0	0	0	0	0.0	2	0.7	259	23	282	99.3	260	24	284
Total	97	172	269	0.9	64	89	153	0.5	103	256	359	1.2	114	173	287	1.0	1,068	3.6	10,656	17,834	28,490	96.4	11,034	18,524	29,558
As % of Total Teachers + Admin	0.3	0.6	0.9		0.2	0.3	0.5		0.3	0.9	1.2		0.4	0.6	1.0		3.6		36.1	60.3	96.4		37.3	62.7	100.00
Oct. 1, 1991																									
All Teachers	78	140	218	0.8	49	67	116	0.4	98	239	337	1.3	90	144	234	0.9	905	3.4	9,348	16,492	25,840	96.6	9,663	17,082	26,745
Principal, Asst Princ	10	21	31	2.1	11	3	14	1.0	7	9	16	1.1	13	1	14	1.0	75	5.2	967	408	1,375	94.8	1,008	442	1,450
Supt, Asst Supt	2	0	2	0.8	1	0	1	0.4	0	0	0	0.0	0	0	0	0.0	3	1.1	233	26	259	98.9	236	26	262
Total	90	161	251	0.9	61	70	131	0.5	105	248	353	1.2	103	145	248	0.9	983	3.5	10,548	16,926	27,474	96.5	10,907	17,550	28,457
As % of Total Teachers + Admin	0.3	0.6	0.9		0.2	0.2	0.5		0.4	0.9	1.2		0.4	0.5	0.9		3.5		37.1	59.5	96.5		38.3	61.7	100.00

* These newly employed teachers have no prior teaching experience in Oregon, but may have experience from another state.
** Includes teachers in Education Service Districts.

Source: "Teachers Newly Employed with No Prior Oregon Experience," Oregon Department of Education
"Full-Time Equivalency Public School District Personnel," Oregon Department of Education

(j) Minority Teachers Already Employed in the Public Schools

- The Hispanic group is the largest minority group of Oregon's population at 4.6 percent in 1994 and of the student population at 6.8 percent in 1995 (see Table 8).
- The Asian/Pacific Islanders are the largest minority group of teachers at a very small 1.3 percent, while Hispanics are a close second at 1.2 percent.
- Minority teachers fail to match the percentages of the state population or the student population but have made some gains since first reported in 1990.
- Minorities as percent of students increased from 11 percent in 1989 to 15 percent in 1995.
- Black, Non-Hispanics are 6.7 percent of the population in Multnomah County which has the largest population in the state. However, they are 10.5 percent of the total students and only 4.3 percent of the total teachers in Multnomah County.
- In Jefferson County, American Indians/Alaskan Natives are 19.3 percent of the population, 32 percent of the students, but only 1.7 percent of the teachers. (Note: Warms Springs Indian Reservation is located in this county.)
- Counties with a significant population of Hispanics are: Malheur (22.1%), Hood River (18.3%), Morrow (12.2%), Umatilla (10.1%), and Marion (9.1%). In Malheur County, Hispanics are 32.9 percent of the students, but only 4.6 percent of the teachers. Hispanics are 0.4 percent of the teachers in Hood River, 1.4 percent in Morrow, 1.0 percent in Umatilla, and 3.0 percent in Marion.
- When comparing the grand totals in this table with the one from the 1991 report from the Task Force on Minority Teacher Workforce (see page 18 of this report), one can see that there has been an increase in number and percent of all miorities by population and students. Asian/Pacific Islanders, Black, Non-Hispanics, and Hispanics had a slight increase in percent of public school teachers, while American Indian/Alaskan Natives stayed exactly the same.
- Minority teachers have only gained .3 percent from 1991 to 1996.

NOTE: It is important to note that the population data is not collected for Hispanics in the same way as the teacher and student data. For the population data, Hispanics may have been included as well in the Black or American Indian/Alaskan Native categories.

Table 8
POPULATION (1994), PUBLIC SCHOOL ENROLLMENTS AND TEACHERS (1995)
IN OREGON BY COUNTY AND RACIAL/ETHNIC CATEGORY

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
BAKER	Population #	16,020	30	161	63	0	340	16,274
	%	98.4	0.2	1.0	0.4	0.0	2.1	102.1
	Students #	2,959	14	24	14	0	58	3,069
	%	96.4	0.5	0.8	0.5	0.0	1.9	100.0
	Teachers #	212.7	0.0	1.0	0.0	0.0	0.0	213.7
	%	99.5	0.0	0.5	0.0	0.0	0.0	100.0
BENTON	Population #	68,566	750	599	4,578	0	2,106	74,493
	%	92.0	1.0	0.8	6.1	0.0	2.8	102.8
	Students #	9,354	121	95	340	0	321	10,231
	%	91.4	1.2	0.9	3.3	0.0	3.1	100.0
	Teachers #	535.3	3.0	0.7	4.3	0.0	4.5	547.8
	%	97.7	0.5	0.1	0.8	0.0	0.8	100.0
CLACKAMAS	Population #	300,165	1,396	2,273	6,327	0	9,199	310,161
	%	96.8	0.5	0.7	2.0	0.0	3.0	103.0
	Students #	48,201	450	400	1,598	0	1,868	52,517
	%	91.8	0.9	0.8	3.0	0.0	3.6	100.0
	Teachers #	2,879.4	2.0	7.5	31.0	0.0	12.7	2,932.6
	%	98.2	0.1	0.3	1.1	0.0	0.4	100.0
CLATSOP	Population #	34,057	142	395	554	0	797	35,148
	%	96.9	0.4	1.1	1.6	0.0	2.3	102.3
	Students #	5,016	19	75	117	0	204	5,431
	%	92.4	0.3	1.4	2.2	0.0	3.8	100.0
	Teachers #	353.0	0.0	1.5	0.0	0.0	0.0	354.5
	%	99.6	0.0	0.4	0.0	0.0	0.0	100.0
COLUMBIA	Population #	39,900	47	571	362	0	859	40,880
	%	97.6	0.1	1.4	0.9	0.0	2.1	102.1
	Students #	8,372	35	167	137	0	222	8,933
	%	93.7	0.4	1.9	1.5	0.0	2.5	100.0
	Teachers #	555.6	0.0	3.0	5.0	0.0	4.0	567.6
	%	97.9	0.0	0.5	0.9	0.0	0.7	100.0
COOS	Population #	60,376	159	1,488	709	0	1,639	62,732
	%	96.2	0.3	2.4	1.1	0.0	2.6	102.6
	Students #	9,286	69	926	200	0	336	10,817
	%	85.8	0.6	8.6	1.8	0.0	3.1	100.0
	Teachers #	634.4	1.0	10.0	2.0	0.0	7.0	654.4
	%	96.9	0.2	1.5	0.3	0.0	1.1	100.0
CROOK	Population #	15,568	17	256	54	0	504	15,895
	%	97.9	0.1	1.6	0.3	0.0	3.2	103.2
	Students #	2,845	7	19	17	0	119	3,007
	%	94.6	0.2	0.6	0.6	0.0	4.0	100.0
	Teachers #	176.4	0.0	0.0	0.0	0.0	1.0	177.4
	%	99.4	0.0	0.0	0.0	0.0	0.6	100.0

Table 8 (Continued)

POPULATION (1994), PUBLIC SCHOOL ENROLLMENTS AND TEACHERS (1995) IN OREGON BY COUNTY AND RACIAL/ETHNIC CATEGORY

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
CURRY	Population #	20,121	32	505	148	0	443	20,806
	%	96.7	0.2	2.4	0.7	0.0	2.1	102.1
	Students #	3,051	14	158	51	0	129	3,403
	%	89.7	0.4	4.6	1.5	0.0	3.8	100.0
	Teachers #	211.6	0.0	0.0	2.0	0.0	0.5	214.1
	%	98.8	0.0	0.0	0.9	0.0	0.2	100.0
DESCHUTES	Population #	89,372	110	816	627	0	2,171	90,925
	%	98.3	0.1	0.9	0.7	0.0	2.4	102.4
	Students #	16,579	62	114	159	0	369	17,283
	%	95.9	0.4	0.7	0.9	0.0	2.1	100.0
	Teachers #	974.7	1.0	2.0	4.3	0.0	5.5	987.5
	%	98.7	0.1	0.2	0.4	0.0	0.6	100.0
DOUGLAS	Population #	95,747	158	1,575	823	0	2,687	98,303
	%	97.4	0.2	1.6	0.8	0.0	2.7	102.7
	Students #	16,742	69	271	208	0	496	17,786
	%	94.1	0.4	1.5	1.2	0.0	2.8	100.0
	Teachers #	1,126.1	0.0	7.0	4.0	0.0	8.0	1,145.1
	%	98.3	0.0	0.6	0.3	0.0	0.7	100.0
GILLIAM	Population #	1,832	0	10	9	0	30	1,851
	%	99.0	0.0	0.5	0.5	0.0	1.6	101.6
	Students #	362	1	2	2	0	24	391
	%	92.6	0.3	0.5	0.5	0.0	6.1	100.0
	Teachers #	40.9	0.0	0.0	0.0	0.0	0.0	40.9
	%	100.0	0.0	0.0	0.0	0.0	0.0	100.0
GRANT	Population #	7,826	6	88	19	0	168	7,939
	%	98.6	0.1	1.1	0.2	0.0	2.1	102.1
	Students #	1,595	3	13	6	0	13	1,630
	%	97.9	0.2	0.8	0.4	0.0	0.8	100.0
	Teachers #	129.6	0.0	0.0	0.0	0.0	0.0	129.6
	%	100.0	0.0	0.0	0.0	0.0	0.0	100.0
HARNEY	Population #	6,754	3	271	40	0	254	7,068
	%	95.6	0.0	3.8	0.6	0.0	3.6	100.0
	Students #	1,284	10	89	9	0	57	1,449
	%	88.6	0.7	6.1	0.6	0.0	3.9	100.0
	Teachers #	116.2	0.0	0.0	0.0	0.0	1.0	117.2
	%	99.1	0.0	0.0	0.0	0.0	0.9	100.0
HOOD RIVER	Population #	17,303	69	230	387	0	3,283	17,989
	%	96.2	0.4	1.3	2.2	0.0	18.3	100.0
	Students #	2,494	19	20	49	0	1,019	3,601
	%	69.3	0.5	0.6	1.4	0.0	28.3	100.0
	Teachers #	226.9	0.0	2.0	6.5	0.0	1.0	236.4
	%	96.0	0.0	0.8	2.7	0.0	0.4	100.0

Table 8(Continued)

POPULATION (1994), PUBLIC SCHOOL ENROLLMENTS AND TEACHERS (1995) IN OREGON BY COUNTY AND RACIAL/ETHNIC CATEGORY

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
JACKSON	Population #	157,923	431	2,173	1,843	0	7,601	162,370
	%	97.3	0.3	1.3	1.1	0.0	4.7	100.0
	Students #	25,025	189	490	428	0	1,806	27,938
	%	89.6	0.7	1.8	1.5	0.0	6.5	100.0
	Teachers #	1,622.0	1.0	6.0	5.8	0.0	11.3	1,646.1
	%	98.5	0.1	0.4	0.4	0.0	0.7	100.0
JEFFERSON	Population #	12,458	31	3,006	69	0	1,844	15,564
	%	80.0	0.2	19.3	0.4	0.0	11.8	100.0
	Students #	1,648	6	1,110	23	0	677	3,464
	%	47.6	0.2	32.0	0.7	0.0	19.5	100.0
	Teachers #	219.5	0.0	4.0	3.0	0.0	4.0	230.5
	%	95.2	0.0	1.7	1.3	0.0	1.7	100.0
JOSEPHINE	Population #	67,676	150	989	606	0	2,262	69,421
	%	97.5	0.2	1.4	0.9	0.0	3.3	100.0
	Students #	10,662	97	250	134	0	456	11,599
	%	91.9	0.8	2.2	1.2	0.0	3.9	100.0
	Teachers #	638.8	2.0	1.0	9.0	0.0	7.0	657.8
	%	97.1	0.3	0.2	1.4	0.0	1.1	100.0
KLAMATH	Population #	56,861	487	2,579	558	0	3,599	60,485
	%	94.0	0.8	4.3	0.9	0.0	6.0	100.0
	Students #	9,337	241	754	151	0	905	11,388
	%	82.0	2.1	6.6	1.3	0.0	7.9	100.0
	Teachers #	671.8	0.0	13.0	5.0	0.0	6.0	695.8
	%	96.6	0.0	1.9	0.7	0.0	0.9	100.0
LAKE	Population #	7,067	5	205	53	0	312	7,330
	%	96.4	0.1	2.8	0.7	0.0	4.3	100.0
	Students #	1,540	8	38	20	0	88	1,694
	%	90.9	0.5	2.2	1.2	0.0	5.2	100.0
	Teachers #	112.3	0.0	1.0	0.0	0.0	0.2	113.4
	%	99.0	0.0	0.9	0.0	0.0	0.1	100.0
LANE	Population #	286,264	2,499	3,490	6,746	0	8,480	298,999
	%	95.7	0.8	1.2	2.3	0.0	2.8	100.0
	Students #	43,945	703	896	1,247	0	1,676	48,467
	%	90.7	1.5	1.8	2.6	0.0	3.5	100.0
	Teachers #	2,628.0	11.0	34.0	50.7	0.0	26.4	2,750.0
	%	95.6	0.4	1.2	1.8	0.0	1.0	100.0
LINCOLN	Population #	41,647	73	1,074	465	0	776	43,259
	%	96.3	0.2	2.5	1.1	0.0	1.8	100.0
	Students #	6,234	66	515	116	0	200	7,131
	%	87.4	0.9	7.2	1.6	0.0	2.8	100.0
	Teachers #	421.7	0.0	4.0	0.0	0.0	4.0	429.7
	%	98.1	0.0	0.9	0.0	0.0	0.9	100.0

Table 8(Continued)

POPULATION (1994), PUBLIC SCHOOL ENROLLMENTS AND TEACHERS (1995) IN OREGON BY COUNTY AND RACIAL/ETHNIC CATEGORY

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
LINN	Population #	95,486	215	1,203	1,020	0	2,710	97,924
	%	97.5	0.2	1.2	1.0	0.0	2.8	100.0
	Students #	17,058	82	209	260	0	681	18,290
	%	93.3	0.4	1.1	1.4	0.0	3.7	100.0
	Teachers #	1,137.6	0.0	2.0	5.7	0.0	3.0	1,148.3
	%	99.1	0.0	0.2	0.5	0.0	0.3	100.0
MALHEUR	Population #	25,925	82	390	1,025	0	6,055	27,422
	%	94.5	0.3	1.4	3.7	0.0	22.1	100.0
	Students #	3,756	30	49	119	0	1,935	5,889
	%	63.8	0.5	0.8	2.0	0.0	32.9	100.0
	Teachers #	389.8	1.0	0.0	13.0	0.0	19.5	423.3
	%	92.1	0.2	0.0	3.1	0.0	4.6	100.0
MARION*	Population #	237,979	2,859	3,933	5,367	0	22,884	250,138
	%	95.1	1.1	1.6	2.1	0.0	9.1	100.0
	Students #	37,525	439	603	917	0	6,693	47,251
	%	79.4	0.9	1.3	1.9	0.0	14.2	100.0
	Teachers #	2,637.4	10.0	7.0	35.8	0.0	82.3	2,772.6
	%	95.1	0.4	0.3	1.3	0.0	3.0	100.0
MORROW	Population #	8,510	8	97	33	0	1,053	8,648
	%	98.4	0.1	1.1	0.4	0.0	12.2	100.0
	Students #	1,554	3	13	8	0	511	2,089
	%	74.4	0.1	0.6	0.4	0.0	24.5	100.0
	Teachers #	141.0	0.0	0.0	0.0	0.0	2.0	143.0
	%	98.6	0.0	0.0	0.0	0.0	1.4	100.0
MULTNOMAH	Population #	530,009	40,875	7,327	33,524	0	23,113	611,735
	%	86.6	6.7	1.2	5.5	0.0	3.8	100.0
	Students #	69,166	9,548	1,561	6,587	0	4,453	91,315
	%	75.7	10.5	1.7	7.2	0.0	4.9	100.0
	Teachers #	5,180.2	241.9	35.0	141.9	0.0	89.8	5,688.7
	%	91.1	4.3	0.6	2.5	0.0	1.6	100.0
POLK	Population #	53,634	235	903	878	0	3,574	55,650
	%	96.4	0.4	1.6	1.6	0.0	6.4	100.0
	Students #	5,244	55	87	105	0	745	6,236
	%	84.1	0.9	1.4	1.7	0.0	11.9	100.0
	Teachers #	386.4	0.0	2.0	4.0	0.0	11.5	403.9
	%	95.7	0.0	0.5	1.0	0.0	2.8	100.0
SHERMAN	Population #	1,862	0	24	15	0	29	1,901
	%	97.9	0.0	1.3	0.8	0.0	1.5	100.0
	Students #	396	5	3	2	0	18	424
	%	93.4	1.2	0.7	0.5	0.0	4.2	100.0
	Teachers #	41.0	0.0	0.0	0.0	0.0	0.0	41.0
	%	100.0	0.0	0.0	0.0	0.0	0.0	100.0

* Student detail does not add to totals due to 1,074 unassigned students in Salem-Keizer 24J, Marion County.

Table 8 (Continued)
POPULATION (1994), PUBLIC SCHOOL ENROLLMENTS AND TEACHERS (1995)
IN OREGON BY COUNTY AND RACIAL/ETHNIC CATEGORY

County		RACIAL/ETHNIC CATEGORY						Total
		White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	
TILLAMOOK	Population #	22,815	42	261	197	0	465	23,315
	%	97.9	0.2	1.1	0.8	0.0	2.0	100.0
	Students #	3,533	26	92	56	0	138	3,855
	%	91.6	0.7	2.4	1.7	0.0	3.6	100.0
	Teachers #	271.9	0.0	0.0	1.0	0.0	1.0	273.9
	%	99.3	0.0	0.0	0.4	0.0	0.4	100.0
UMATILLA	Population #	59,697	463	2,212	696	0	6,392	63,068
	%	94.7	0.7	3.5	1.1	0.0	10.1	100.0
	Students #	9,470	71	502	122	0	2,281	12,446
	%	76.1	0.6	4.0	1.0	0.0	18.3	100.0
	Teachers #	841.2	0.0	3.0	3.0	0.0	8.4	855.6
	%	98.3	0.0	0.4	0.4	0.0	1.0	100.0
UNION	Population #	24,238	106	278	328	0	457	24,950
	%	97.1	0.4	1.1	1.3	0.0	1.8	100.0
	Students #	4,505	21	39	62	0	82	4,709
	%	95.7	0.4	0.8	1.3	0.0	1.7	100.0
	Teachers #	350.1	0.0	0.0	1.0	0.0	1.0	352.1
	%	99.4	0.0	0.0	0.3	0.0	0.3	100.0
WALLOWA	Population #	7,399	6	36	25	0	132	7,466
	%	99.1	0.1	0.5	0.3	0.0	1.8	100.0
	Students #	1,460	1	13	28	0	16	1,518
	%	96.2	0.1	0.9	1.8	0.0	1.1	100.0
	Teachers #	107.0	0.0	0.0	0.0	0.0	0.0	107.0
	%	100.0	0.0	0.0	0.0	0.0	0.0	100.0
WASCO	Population #	21,278	80	961	288	0	1,267	22,607
	%	94.1	0.4	4.3	1.3	0.0	5.6	100.0
	Students #	3,257	28	123	89	0	428	3,925
	%	83.0	0.7	3.1	2.3	0.0	10.9	100.0
	Teachers #	260.2	1.0	1.0	2.0	0.0	1.0	265.2
	%	98.1	0.4	0.4	0.8	0.0	0.4	100.0
WASHINGTON	Population #	335,777	2,805	2,198	18,246	0	19,107	359,026
	%	93.5	0.8	0.6	5.1	0.0	5.3	100.0
	Students #	52,639	920	345	4,123	0	5,564	63,591
	%	82.8	1.4	0.5	6.5	0.0	8.7	100.0
	Teachers #	3,452.8	10.0	10.0	56.1	0.0	43.9	3,572.9
	%	96.6	0.3	0.3	1.6	0.0	1.2	100.0
WHEELER	Population #	1,565	1	10	2	0	12	1,578
	%	99.2	0.1	0.6	0.1	0.0	0.8	100.0
	Students #	268	1	1	7	0	3	280
	%	95.7	0.4	0.4	2.5	0.0	1.1	100.0
	Teachers #	29.9	0.0	0.0	0.0	0.0	0.0	29.9
	%	100.0	0.0	0.0	0.0	0.0	0.0	100.0

Table 8(Continued)

POPULATION (1994), PUBLIC SCHOOL ENROLLMENTS AND TEACHERS (1995) IN OREGON BY COUNTY AND RACIAL/ETHNIC CATEGORY

County		RACIAL/ETHNIC CATEGORY White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	Total
YAMHILL	Population #	70,484	485	941	1,009	0	5,246	72,919
	%	96.7	0.7	1.3	1.4	0.0	7.2	100.0
	Students #	13,011	110	222	171	0	1,353	14,867
	%	87.5	0.7	1.5	1.2	0.0	9.1	100.0
	Teachers #	866.5	2.7	0.7	14.2	0.0	12.7	896.7
	%	96.6	0.3	0.1	1.6	0.0	1.4	100.0
GRAND TOTAL	Population #	2,900,161	54,857	43,528	87,693	0	141,850	3,086,239
	%	94.0	1.8	1.4	2.8	0.0	4.6	100.0
	Students #	449,373	13,543	10,288	17,692	0	35,944	527,914
	%	85.1	2.6	1.9	3.4	0.0	6.8	100.0
	Teachers #	30,579.6	287.6	158.4	410.3	0.0	380.0	31,815.9
	%	96.1	0.9	0.5	1.3	0.0	1.2	100.0

NOTE: Population data may add to more than total because Hispanic any race is already included in racial breakdown.
Teachers include administrators and ESD teaching personnel.
Student detail does not add to totals due to 1,074 unassigned students in Salem-Keizer 24J, Marion County.

Source: Population data, U.S. Bureau of Census, "Oregon Population by Race and Hispanic Origin: July 1, 1994
Student data, Oregon Department of Education: "Oregon Public School racial-Ethnic Summary, By County–October 1, 1995"
Public school teachers data, Oregon Department of Education: "Full-Time Equivalency Public School District Personnel, October 15, 1995"

TABLE SUMMARIES FROM PREVIOUS REPORTS FOR COMPARISON

County		RACIAL/ETHNIC CATEGORY White	Black	Amer Indian/ Alask Native	Asian/ Pac Islander	Other Race	Hispanic (any race)	Total
1995 REPORT								
GRAND TOTAL	Population #	2,636,787	46,178	38,496	69,269	51,591	112,707	2,842,321
	%	92.8	1.6	1.4	2.4	1.8	4.0	100.0
	Students #	447,781	12,630	9,819	16,137	0	30,244	516,611
	%	86.7	2.4	1.9	3.1	0.0	5.9	100.0
	Teachers #	30,566.5	292.5	165.5	399.8	0	328.8	31,752.9
	%	96.3	0.9	0.5	1.3	0.0	1.0	100.0
1993 REPORT								
GRAND TOTAL	Population #	2,636,787	46,178	38,496	69,269	51,591	112,707	2,842,321
	%	92.8	1.6	1.4	2.4	1.8	4.0	100.0
	Students #	446,251	12,220	9,176	15,360	0	27,115	510,122
	%	87.5	2.4	1.8	3.0	0.0	5.3	100.0
	Teachers #	26,848.8	241.2	143.2	344.2	0	269.6	27,847.0
	%	96.4	0.9	0.5	1.2	0.0	1.0	100.0
1991 REPORT								
GRAND TOTAL	Population #	2,462,168	36,798	28,672	39,303	0	66,164	2,633,105
	%	93.5	1.4	1.1	1.5	0.0	2.5	100.0
	Students #	421,240	11,238	8,079	13,095	0	18,742	472,394
	%	89.2	2.4	1.7	2.8	0.0	4.0	100.0
	Teachers #	24,805.2	210.3	116.9	318.5	0	192.9	25,643.8
	%	96.7	0.8	0.5	1.2	0.0	0.8	100.0

School Districts with 10 Percent or Greater Minority Enrollment

- In 1995, the most recent year of data, there were 87 school districts with 10 percent or greater minority enrollment (see Table 9). This is down from 96 in1993, but up from 35 in 1991 and 77 in 1992.

- Three school districts with enrollment of over 1,000 had 50 percent or more minorities. Nyssa had 54.2 percent, Jefferson County had 51.9 percent and Woodburn had 51.2 percent.

- American Indians are the largest minority group in Coos, Deschutes, Douglas, Jefferson, Malheur and Yamhill Counties.

- Hispanics are the majority enrollment in two school districts: Nyssa in Malheur County (54.2%) and Woodburn in Marion County (50.6%).

- Hispanics were the largest minority group for over 60 of the 87 school districts with 10 percent or greater minority enrollment.

- Black, non-Hispanics were the largest minority in three school districts: Portland (15.6%), Harris (10.0%), and Clackamas ESD (9.0%).

- Asian/Pacific Islanders were the largest minority group for Ash Valley (14.3%), Beaverton (8.7%), Black Butte (8.6%), Parkrose (8.6%) Reedville (8.4%), David Douglas (7.4%), Tennessee (6.3%), West Union (5.0%), and Warrenton-Hammond (3.0%).

Table 9
SCHOOL DISTRICTS WITH TEN PERCENT OR GREATER MINORITY ENROLLMENT AS OF OCTOBER 1, 1995 ARRAYED BY PERCENTAGE

School Districts	County	Total Enrollment	Minority Enrollment				
			Total %	Black %	Hispanic %	Asian/ Pac Isl %	Amer Indian %
Nyssa 026	Malheur	1,214	56.8	0.1	55.1	1.0	0.7
Jefferson Co 509J	Jefferson	2,959	56.7	0.1	18.9	0.5	37.1
Woodburn 103	Marion	3,289	56.0	0.4	55.1	0.3	0.2
Gervais 001	Marion	1,023	39.3	0.3	36.6	0.5	2.0
Ontario	Malheur	2,797	39.0	1.0	34.2	2.8	1.1
Umatilla 006	Umatilla	1,007	36.2	0.4	33.8	1.0	1.1
Upper Chetco 023	Curry	50	36.0	0.0	8.0	4.0	24.0
Milton-Freewater 31	Umatilla	1,895	34.5	0.0	33.7	0.4	0.4
Powers 031	Coos	191	34.0	0.0	2.6	1.0	30.4
Annex 029	Malheur	78	32.1	0.0	24.4	6.4	1.3
Portland 1J	Multnomah	55,130	31.9	15.8	5.2	8.7	2.3
Stanfield 061	Umatilla	625	31.0	0.0	29.4	1.4	0.2
Hood River 1	Hood River	3,601	30.7	0.5	28.3	1.4	0.6

Table 9 (Continued)
SCHOOL DISTRICTS WITH TEN PERCENT OR GREATER MINORITY ENROLLMENT AS OF OCTOBER 1, 1995 ARRAYED BY PERCENTAGE

School Districts	County	Total Enrollment	Minority Enrollment				
			Total %	Black %	Hispanic %	Asian/ Pac Isl %	Amer Indian %
Culver 004	Jefferson	467	29.1	0.4	25.1	1.3	2.4
Central 13J	Polk	2,606	27.1	1.0	23.8	2.0	0.3
Hillsboro 007	Washington	4,710	26.9	1.2	22.9	2.3	0.5
Mount Angel 091	Marion	722	26.6	0.0	26.3	0.3	0.0
Hermiston 008	Umatilla	3,730	26.2	0.8	23.5	1.4	0.6
Myrtle Point 041	Coos	1,131	26.1	1.1	5.5	0.4	19.1
Morrow 001	Morrow	2,089	25.6	0.1	24.5	0.4	0.6
Troy 054	Wallowa	8	25.0	0.0	25.0	0.0	0.0
Forest Grove 015	Washington	4,842	23.7	0.6	21.1	1.8	0.2
Klamath Falls 001	Klamath	2,295	23.3	2.6	12.5	1.9	6.4
Dayton 008	Yamhill	927	22.9	0.6	21.7	0.4	0.1
Saint Paul 045	Marion	213	22.1	1.4	20.7	0.0	0.0
Parkrose 003	Multnomah	3,285	21.6	5.1	3.6	12.1	0.7
North Marion 015	Marion	1,579	21.5	0.6	19.8	0.9	0.2
Adrian 061	Malheur	345	21.2	0.0	18.6	2.6	0.0
Clackamas ESD	Clackamas	101	20.8	11.9	2.0	2.0	5.0
Chenowith 009	Wasco	1,099	20.4	0.6	14.5	2.0	3.3
Drewsey 013	Harney	5	20.0	0.0	0.0	20.0	0.0
Frenchglen 016	Harney	10	20.0	0.0	20.0	0.0	0.0
Vale 084	Malheur	1,187	19.2	0.2	17.4	1.1	0.5
Groner 39	Washington	279	19.0	0.0	17.6	1.4	0.0
Hillsboro UHS 03J	Washington	6,615	18.9	1.0	12.5	4.4	0.9
The Dalles 012	Wasco	2,097	18.8	0.9	11.9	2.7	3.3
Athena-Weston 029J	Umatilla	642	18.5	0.0	6.9	0.3	11.4
Bethany 063	Marion	92	18.5	0.0	18.5	0.0	0.0
Beaverton 48J	Washington	29,025	18.1	2.0	5.7	9.7	0.7
Multnomah ESD	Multnomah	171	17.5	3.5	7.6	4.1	2.3
Willamina 30J	Yamhill	1,044	17.4	0.1	3.3	0.6	13.5
Klamath County	Klamath	7,160	17.2	2.2	6.8	1.3	7.0
Deschutes ESD	Deschutes	18	16.7	11.1	0.0	0.0	5.6
Echo 005	Umatilla	203	16.3	1.0	14.8	0.0	0.5
Pendleton 016	Umatilla	3,659	16.0	0.8	4.2	1.0	9.9
Wamic 042	Wasco	69	15.9	0.0	13.0	1.4	1.4
Phoenix-Talent 004	Jackson	2,620	15.7	1.0	10.6	1.5	2.6
Salem/Keizer 24J	Marion	31,364	15.4	1.2	10.4	2.5	1.4
Coos Bay 009	Coos	4,373	15.4	0.5	3.4	2.7	8.9
McMinnville 040	Yamhill	4,947	15.2	0.5	13.0	1.4	0.3
Wyatt 63J	Linn	73	15.1	0.0	15.1	0.0	0.0
Reedville 029	Washington	2,505	15.0	1.2	4.9	8.8	0.2

Table 9 (Continued)
SCHOOL DISTRICTS WITH TEN PERCENT OR GREATER MINORITY ENROLLMENT AS OF OCTOBER 1, 1995 ARRAYED BY PERCENTAGE

School Districts	County	Total Enrollment	Minority Enrollment				
			Total %	Black %	Hispanic %	Asian/ Pac Isl %	Amer Indian %
David Douglas 40	Multnomah	7,152	14.9	2.3	4.0	6.9	1.7
Jefferson 14J	Marion	990	14.8	0.2	12.3	1.7	0.6
Silverton 4	Marion	1,587	14.7	0.5	11.2	1.3	1.7
Klamath Falls UHS 2	Klamath	1,933	14.6	1.4	6.8	0.7	5.7
Reynolds 007	Multnomah	7,907	14.5	3.1	7.4	3.3	0.7
Stayton 77J	Marion	1,090	14.3	1.8	7.5	1.9	3.0
Harper 66	Malheur	77	14.3	0.0	11.7	0.0	2.6
Blachly 090	Lane	149	14.1	1.3	8.1	2.7	2.0
Washington ESD	Washington	79	13.9	6.3	2.5	1.3	3.8
Monitor 142J	Marion	159	13.8	0.0	13.2	0.0	0.6
Arock 081	Malheur	29	13.8	0.0	13.8	0.0	0.0
Arlington	Gilliam	148	13.5	0.0	12.8	0.7	0.0
Pistol River 016	Curry	15	13.3	0.0	6.7	0.0	6.7
Sauvie Island 019	Multnomah	129	13.2	0.0	13.2	0.0	0.0
North Plains 70J	Washington	320	13.1	0.3	10.6	2.2	0.0
Lincoln County	Lincoln	7,131	12.6	0.9	2.8	1.6	7.2
Harney 3	Harney	1,218	12.6	0.8	3.9	0.7	7.1
Warrenton-Hammond 30	Clatsop	996	12.6	0.0	2.8	3.8	5.9
Medford 549	Jackson	11,658	12.0	0.6	7.9	1.9	1.6
Gold Beach 003	Curry	483	12.0	0.0	3.7	3.1	5.2
West Union 001	Washington	830	11.8	1.6	4.1	6.0	0.1
Falls City 57	Polk	204	11.8	1.5	2.5	1.0	6.9
Sheridan 48J	Yamhill	902	11.8	0.8	6.8	1.0	3.2
Centennial 28J	Multnomah	5,583	11.7	1.8	3.5	5.9	0.5
Santiam Canyon 129J	Linn	886	11.6	0.6	8.2	1.4	1.5
Mapleton 032	Lane	364	11.5	0.8	3.8	2.7	4.1
Coquille 008	Coos	1,303	11.4	0.6	2.1	0.6	8.1
Eugene 04J	Lane	18,371	11.4	2.3	3.5	3.7	1.9
Lakeview 7	Lake	1,158	11.3	0.3	6.1	1.6	3.2
Tigard 23J	Washington	10,586	11.3	1.2	5.2	4.7	0.3
N. Clackamas 012	Clackamas	13,887	11.1	1.4	3.8	4.7	1.1
Scotts Mills 73J	Marion	183	10.9	1.1	6.6	1.1	2.2
Brookings-Harbor 17	Curry	1,942	10.6	0.6	3.4	1.3	5.3
Farmington 585	Washington	303	10.6	0.0	9.9	0.7	0.0
Bandon 054	Coos	890	10.2	1.0	2.8	1.6	4.8

Source: Oregon Department of Education, January 1996, "1995-96 Summary of Organization, Students, and Staff in Oregon Public Schools"

(2) Comparisons of Minority and Nonminority Scores on Basic Skills, Pedagogy and Subject Matter Tests

Effective October 1, 1995, the Teacher Standards and Practices Commission implemented new NTE Praxis series examinations for basic skills, elementary education and subject matter endorsements in biology, chemistry, integrated science, language arts, basic mathematics, advanced mathematics, physical education, physics, social studies, Spanish and early intervention/special education.

Although new exams have been adopted, the Teachers Standards and Practices Commission will continue to honor the NTE examinations taken prior to October 1, 1995. Examinations for other teaching fields were unchanged.

In several categories throughout the report, the "numbers passing" data was not available.

Statistics for this reporting period reflect:

- Total number of examinees dropped because the incentive of taking General Knowledge and Communication Skills in place of Basic Skills is no longer an option.
- Total number of "examinees passing" increased by 19 percent over last report period.
- CBEST results are available beginning with the 1995-96 period.
- The number of Hispanic and Native American examinees increased over last report period.
- Progressive downward trends are developing in Basic Skills.

Table 10
NATIONAL TEACHING/PRAXIS SERIES EXAMS
1990-91 COMPARED TO 1991-92 AND 1995-96

	TOTAL									AFRICAN AMERICAN OR BLACK								
	1990-91			1991-92			1995/96			1990-91			1991-92			1995/96		
	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%
Basic Skills																		
General Knowledge	992	859	86.6	1,372	1,150	83.8	274	182	66.4	5	2	40.0	12	5	41.7	4		0.0
Communiction Skills	967	799	82.6	1,373	1,034	75.3	283	194	68.6	4	1	25.0	11	4	36.4	3		0.0
PPST: Mathematics							70	64	91.4									
PPST: Reading							67	67	100.0									
PPST: Writing							67	65	97.0									
CBT: Mathematics							34	31	91.2									
CBT: Reading							32	32	100.0									
CBT: Writing							34	34	100.0									
CBEST							3568	2508	70.3							53	16	
TOTAL BASIC	1,959	1,658	84.6	2,745	2,184	79.6	4429	3177	71.7	9	3	33.3	23	9	39.1	60	16	26.7
Pedagogy																		
Professional Knowledge	688	561	81.5	895	714	79.8	903	787	87.2	3	1	33.3	6	3	50.0	11	6	54.5
Personnel Service																		
Councilor							41	41	100.0									
Supervisor							87	82	94.3							1	1	100.0
School Psychologist							14	14	100.0									
Subject Matter																		
Art Education	35	20	57.1	35	28	80.0	21	17	81.0	0	0	0.0	0	0	0.0			
Biology & General Science	99	64	64.6	93	76	81.7	15	12	80.0	0	0	0.0	0	0	0.0			
Biology:																		
Content Essays							21	6	28.6									
Content Knowledge Part 1							19	17	89.5									
Content Knowledge Part 2							20	11	55.0									
Business Education	28	26	92.9	38	35	92.1	12	11	91.7	1	0	0.0	1	0	0.0			
Chemistry/Physics							11	8	72.7									
Content Essays							9	8	88.9									
Content Knowledge							12	9	75.0									
Early Childhood Education							31	31	100.0									
Educ of Stdnts/w Mental Retardation	0	0	0.0	22	15	68.2	10	6	60.0	0	0	0.0	0	0	0.0			
Elementary Endorsement																		
MSAT: Content Knowledge							165	155	93.9							1	1	100.0
MSAT: Content Area Excercises							159		0.0							3		
(min. score not req'd for passing)																		
English Language and Literature	198	121	61.1	259	141	54.4	24	14	58.3	2	0	0.0	1	0	0.0			
English Lit Comp - Content							89	84	94.4									
English Lit Comp - Essays							87	82	94.3									
French							15	12	80.0									
General Science	53	51	96.2	61	61	100.0				0	0	0.0	0	0	0.0			
Content Knowledge, Part 1							34	33	97.1									
Content Knowledge, Part 2							31	27	87.1									
Content Essays							32	30	93.8									
Handicapped Learner							126	90	71.4									
Health Education	104	69	66.3	150	105	70.0	54	34	63.0	0	0	0.0	1	0	0.0	3	2	66.7
Hearing Impaired							10	10	100.0							1	1	100.0
Library Media Specialist	28	21	0.0	2	1	50.0	14	10	71.4	0	0	0.0	0	0	0.0			
Mathematics	181	54	29.8	210	72	34.3	20	16	80.0	2	0	0.0	1	0	0.0	1	1	100.0
Advanced Content							61	17	27.9									
Advanced Proofs, Part 1							28	25	89.3									
Advanced Proofs, Part 2							26	18	69.2									
Basic Pedagogy							51	14	27.5									
Music Education	37	32	86.5	59	36	61.0	21	13	61.9	0	0	0.0	0	0	0.0			
Physical Education	86	57	66.3	113	75	66.4	10	8	80.0	2	0	0.0	2	1	50.0	1		
Content							22	7	31.8									
Analysis & Design							18	17	94.4									
Video							17	17	100.0									
Reading Specialist	49	24	49.0	89	49	55.1	46	25	54.3	1	1	0.0	1	1	0.0			
School Social Worker	8	6	75.0	42	42	100.0				6	4	66.7	0	0	0.0			
Social Studies	271	138	50.9	209	19	9.1	38	16	42.1	2	1	50.0	1	0	0.0			
Content Knowledge							62	54	87.1									
Analytical Essays							55	23	41.8									
Interpretation of Materials							59	31	52.5									
Spanish	48	20	41.7	60	31	51.7	10	6	60.0	0	0	0.0	0	0	0.0			
Content Knowledge							41	27	65.9									
Productive Language Skills							40	23	57.5									
Special Education	190	127	66.8	158	112	70.9	126	90	71.4	0	0	0.0	1	1	100.0			
Speech-Language Pathology	62	35	56.5	715	52	7.3	10	9	90.0	0	0	0.0	1	0	0.0			
TOTAL SUBJECT MATTER	1,477	865	58.6	2,315	950	41.0	1782	1173	65.8	16	6	37.5	10	3	30.0	10	5	50.0

Source: Teacher Standards and Practices Commission

Table 10 (Continued)
NATIONAL TEACHING/PRAXIS SERIES EXAMS
1990-91 COMPARED TO 1991-92 AND 1995-96

	AMERICAN INDIAN OR ALASKAN NATIVE									ASIAN OR PACIFIC ISLANDER								
	1990-91			1991-92			1995/96			1990-91			1991-92			1995/96		
	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%
Basic Skills																		
General Knowledge	5	5	100.0	12	8	66.7	3		0.0	33	23	69.7	34	22	64.7	9		
Communiction Skills	5	4	80.0	12	9	75.0	3		0.0	32	18	56.3	37	15	40.5	7		
PPST: Mathematics							1	1	100.0							6	4	66.7
PPST: Reading							1	1	100.0							6	6	100.0
PPST: Writing							1	1	100.0							5	5	100.0
CBT: Mathematics																1	1	100.0
CBT: Reading																1	1	100.0
CBT: Writing																1	1	100.0
CBEST							26	19	73.1							143	62	43.4
TOTAL BASIC	10	9	90.0	24	17	70.8	35	22	62.9	65	41	63.1	71	37	52.1	179	80	44.7
Pedagogy																		
Professional Knowledge	4	4	100.0	11	8	72.7	11	8	72.7	22	12	54.5	26	11	42.3	16	7	43.8
Personnel Service																		
Councilor																1	1	100.0
Supervisor							1	1	100.0							2	2	100.0
School Psychologist																		
Subject Matter																		
Art Education	1	0	0.0	0	0	0.0				2	1	50.0	1	1	100.0			
Biology & General Science	1	1	100.0	1	1	100.0				2	1	50.0	3	1	33.3			
Biology:																		
Content Essays							1	0	0.0									
Content Knowledge Part 1							1	1	100.0									
Content Knowledge Part 2							1	1	100.0									
Business Education	1	0	0.0	1	1	100.0	1	1	100.0	0	0	0.0	0	0	0.0			
Chemistry/Physics																		
Content Essays																		
Content Knowledge																		
Early Childhood Education																		
Educ of Stdnts/w Mental Retardation	0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0			
Elementary Endorsement																		
MSAT: Content Knowledge																1	1	100.0
MSAT: Content Area Excercises																1		
(min. score not req'd for passing)																		
English Language and Literature	2	1	50.0	3	1	33.3				1	1	100.0	3	1	33.3			
English Lit Comp - Content							1	1	100.0									
English Lit Comp - Essays																1	1	100.0
French																1	1	100.0
General Science	1	1	100.0	0	0	0.0				0	0	0.0	1	1	100.0			
Content Knowledge, Part 1																		
Content Knowledge, Part 2																		
Content Essays																		
Handicapped Learner							1	1	100.0							1	1	100.0
Health Education	0	0	0.0	2	2	100.0				1	1	100.0	1	1	100.0			
Hearing Impaired							1	1	100.0									
Library Media Specialist	0	0	0.0	1	1	100.0				0	0	0.0	1	0	0.0			
Mathematics	0	0	0.0	1	0	0.0				5	2	40.0	6	3	50.0			
Advanced Content																1	1	100.0
Advanced Proofs, Part 1																2	1	50.0
Advanced Proofs, Part 2																1	0	0.0
Basic Pedagogy																1	1	100.0
Music Education	0	0	0.0	1	1	100.0				0	0	0.0	1	0	0.0			
Physical Education	2	1	50.0	1	1	100.0				2	0	0.0	0	0	0.0	2		
Content							1	0	0.0									
Analysis & Design							1	1	100.0									
Video																		
Reading Specialist	0	0	0.0	0	0	0.0	1	1	100.0	1	0	0.0	0	0	0.0			
School Social Worker	2	2	100.0	0	0	0.0				0	0	0.0	0	0	0.0			
Social Studies	2	1	50.0	1	0	0.0	2			2	0	0.0	4	0	0.0			
Content Knowledge							1	0	0.0							2	2	100.0
Analytical Essays							1	0	0.0							2	1	50.0
Interpretation of Materials							1	0	0.0							2	1	50.0
Spanish	0	0	0.0	0	0	0.0	1			0	0	0.0	0	0	0.0			
Content Knowledge							1	1	100.0									
Productive Language Skills							1	1	100.0									
Special Education	3	2	66.7	2	0	0.0	1	1	100.0	3	2	66.7	1	0	0.0	1	0	0.0
Speech-Language Pathology	0	0	0.0	1	0	0.0				1	1	100.0	2	1	50.0			
TOTAL SUBJECT MATTER	15	9	60.0	15	8	53.3	19	11	57.9	20	9	45.0	24	9	37.5	19	11	57.9

Source: Teacher Standards and Practices Commission

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Table 10 (Continued)
NATIONAL TEACHING/PRAXIS SERIES EXAMS
1990-91 COMPARED TO 1991-92 AND 1995-96

	HISPANIC									WHITE								
	1990-91			1991-92			1995/96			1990-91			1991-92			1995/96		
	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%	# Examinees	# Passing	%
Basic Skills																		
General Knowledge	21	11	52.4	36	20	55.6	8			941	829	88.1	1,278	1,095	85.7	243	171	70.4
Communication Skills	21	4	19.0	32	18	56.3	7			919	776	84.4	1,281	988	77.1	257	183	71.2
PPST: Mathematics							1	1	100.0							59	55	93.2
PPST: Reading							1	1	100.0							56	56	100.0
PPST: Writing							1	1	100.0							58	56	96.6
CBT: Mathematics							1	1	100.0							31	28	90.3
CBT: Reading							1	1	100.0							29	29	100.0
CBT: Writing							1	1	100.0							31	31	100.0
CBEST							183	88	48.1							3053	2323	76.1
TOTAL BASIC	42	15	35.7	68	38	55.9	204	94	46.1	1,860	1,605	86.3	2,559	2,083	81.4	3817	2932	76.8
Pedagogy																		
Professional Knowledge	10	4	40.0	21	4	19.0	19	10	52.6	640	534	83.4	831	688	82.8	816	730	89.5
Personal Service																		
Counselor																39	39	100.0
Supervisor																82	77	93.9
School Psychologist							1	1	100.0							13	13	100.0
Subject Matter																		
Art Education	1	1	100.0	0	0	0.0				32	19	59.4	34	27	79.4	20	16	80.0
Biology & General Science	0	0	0.0	1	1	0.0				98	62	0.0	88	73	83.0			
Biology:																		
Content Essays																20	6	30.0
Content Knowledge Part 1																18	16	88.9
Content Knowledge Part 2																19	10	52.6
Business Education	0	0	0.0	0	0	0.0				26	26	0.0	36	34	94.4	11	10	90.9
Chemistry/Physics																10	7	70.0
Content Essays																8	7	87.5
Content Knowledge																11	8	72.7
Early Childhood Education																31	31	100.0
Educ of Stdnts/w Mental Retardation	0	0	0.0	0	0	0.0				0	0	0.0	22	15	68.2	8	4	50.0
Elementary Endorsement																		
MSAT: Content Knowledge							4	4	100.0							150	142	94.7
MSAT: Content Area Excercises							4									142		
(min. score not req'd for passing)																		
English Language and Literature	2	1	50.0	1	1	100.0				193	119	61.7	251	138	55.0	24	14	58.3
English Lit Comp - Content																85	80	94.1
English Lit Comp - Essays							1	1	100.0							82	77	93.9
French																14	11	78.6
General Science	2	2	100.0	0	0	0.0				52	50	96.2	60	60	100.0			
Content Knowledge, Part 1																34	33	97.1
Content Knowledge, Part 2																31	27	87.1
Content Essays																32	30	93.8
Handicapped Learner																121	86	71.1
Health Education	0	0	0.0	0	0	0.0	2	0	0.0	101	68	0.0	146	102	69.9	49	32	65.3
Hearing Impaired																9	9	100.0
Library Media Specialist	0	0	0.0	0	0	0.0				28	21	0.0	0	0	0.0	14	10	71.4
Mathematics	1	0	0.0	0	0	0.0	1	1	0.0	173	51	29.5	202	69	34.2	18	16	88.9
Advanced Content							2	0	0.0							58	16	27.6
Advanced Proofs, Part 1							1	1	0.0							25	23	92.0
Advanced Proofs, Part 2							1	0	0.0							24	18	75.0
Basic Pedagogy							1	0	0.0							48	13	27.1
Music Education	0	0	0.0	0	0	0.0				37	32	0.0	57	35	61.4	20	12	60.0
Physical Education	2	2	100.0	0	0	0.0				80	56	70.0	110	73	66.4	6		
Content																21	7	33.3
Analysis & Design																17	16	94.1
Video																17	17	100.0
Reading Specialist	2	0	0.0	0	0	0.0				47	23	48.9	88	48	54.5	44	24	54.5
School Social Worker	0	0	0.0	0	0	0.0				0	0	0.0	42	42	100.0			
Social Studies	5	1	20.0	3	1	33.3				285	136	51.3	200	18	9.0	36	16	44.4
Content Knowledge							1	1	100.0							57	50	87.7
Analytical Essays																51	22	43.1
Interpretation of Materials							1	1	100.0							54	28	51.9
Spanish	7	7	100.0	10	8	80.0	1			47	20	42.6	50	23	46.0	7		
Content Knowledge							4	4	100.0							36	22	61.1
Productive Language Skills							4	4	100.0							35	18	51.4
Special Education	1	0	0.0	4	2	50.0				184	123	66.8	150	109	72.7	121	86	71.1
Speech-Language Pathology	0	0	0.0	1	0	0.0	2	2	100.0	59	32	0.0	710	51	7.2	8	7	87.5
TOTAL SUBJECT MATTER	23	14	60.9	20	13	65.0	30	19	63.3	1,420	838	59.0	2,246	917	40.8	1646	1077	65.4

Source: Teacher Standards and Practices Commission

Appendix
MINORITY TEACHER ACT

342.433 Definitions for ORS 342.433 to 342.449

342.437 Goals

342.443 Reports to legislature; comparative data; data collection

342.447 Plans for recruitment, admission, retention and graduation of minority teachers

342.449 Short title

351.077 Implementation of minority teacher recruitment plans

342.433 Definitions for ORS 342.433 to 342.449.:RF10. As used in ORS 342.433 to 342.449 and 351.077:

(1) <<Minority>> means a person who is:

(a) A person having origins in any of the Black racial groups of Africa but who is not Hispanic;

(b) A person of Hispanic culture or origin;

(c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; or

(d) An American Indian or Alaskan Native having origins in any of the original peoples of North America.

(2) <<Teacher>> includes a teacher or an administrator.

342.437 Goals.:RF10. The State of Oregon is committed to ethnic-racial equity and, therefore, it is the goal of the state that by the year 2001 the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state.

342.443 Reports to legislature; comparative data; data collection.:RF10. (1) The Oregon Office of Educational Policy and Planning shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) Minority students enrolled in community colleges;

(b) Minority students applying for admission to public four-year institutions of higher education;

(c) Minority students accepted in public four-year institutions of higher education;

(d) Minority students graduated from public four-year institutions of higher education;

(e) Minority candidates seeking to enter public teacher education programs in this state;

(f) Minority candidates admitted to public teacher education programs;

(g) Minority candidates who have completed approved public teacher education programs;

(h) Minority candidates receiving Oregon teaching licenses based on preparation in this state and preparation in other states;

(i) Minority teachers who are newly employed in the public schools in this state; and

(j) Minority teachers already employed in the public schools.

(2) The office also shall report comparisons of minorities' and nonminorities' scores on basic skills, pedagogy and subject matter tests.

(3) The State System of Higher Education, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the Oregon Office of Educational Policy and Planning in collecting data and preparing the report.

342.447 Plans for recruitment, admission, retention and graduation of minority teachers.:RF10. (1) The State Board of Higher Education shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of minority teachers.

(2) The state board shall review the plans for the adequacy and feasibility of the plans and, after making necessary revisions, shall adopt the plans.

(3) The state board shall adopt rules governing:

(a) The contents of the plans;

(b) The state board's initial and biennial review process, including timetables for revising plans; and

(c) Other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and 351.077.

342.449 Short title.:RF10. ORS 342.433 to 342.449 and 351.077 shall be known and may be cited as the Minority Teacher Act of 1991.

351.077 Implementation of minority teacher recruitment plans.:RF10. (1) Pursuant to ORS 342.447, the office of the Chancellor of the State System of Higher Education shall ensure the implementation of the plans developed for recruitment of minority teachers.

(2) The chancellor shall report biennially to the State Board of Higher Education and the Legislative Assembly on the implementation and results of the plans. The report may include recommendations on ways in which the Legislative Assembly can assist in increasing the number of minority teachers.